



CASS RE-ENTRY PROGRAM

A HANDBOOK FOR COLLEGE COORDINATORS

CASS
Georgetown University
P.O. Box 579400
Washington, DC 20057-9400
(202) 687-1400

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CASS 2 Year U.S. Re-Entry Programs

I. INTRODUCTION

“The evidence is clear that most sojourners experience more stress during re-entry than during entry, and those who adjusted best and were the most successful overseas usually experience the greatest amount of difficulty with reverse culture shock. A host of factors help explain this phenomenon. The most significant is that few returnees anticipate reverse culture shock. When we anticipate a stressful event, we cope with it much better. We rehearse our reactions, think through the course of adjustment, and consider alternative ways to deal with the stressful event. We are prepared both physically and emotionally for the worst that could happen.”

– Gary R. Weaver

Re-entry is a complex process of balancing hopes and expectations, perceptions and reality, upon return to a familiar environment after an experience that has expanded a person's values, perspectives, and/or outlook on life. It can be a time of great joy for those returning to their families and loved ones after an extended absence, tasting favorite foods again, and hearing, seeing and smelling those things that remind one of “home.” It can also be a trying time of confusion, frustration, and adjustment to the personal changes that have inevitably occurred as a result of the intercultural experience as well as acclimation to possible changes in one's family, community, and/or country. The re-entry of CASS participants into their home countries upon completion of their program is a transitional event that can begin well before a student actually sets foot on their home territory. In many cases, students will begin to feel anxious, frustrated, confused and emotional just thinking about going home while still in the United States. Some of the anticipated adjustments and challenges include a changed physical environment, returning to a different standard of living, the absence of loved ones who have passed away, communicating the experience to others and its personal significance, and the pressures of finding a job, among many others. The cumulative effect of these sentiments plus a certain fear of the unknown can be quite overwhelming and intimidating to students. While for some the period of adjustment may last only a week or two, for others it can be more severe and last months.

The CASS re-entry program should help alleviate this anxiety by addressing the prevalent issues of re-entry and allowing students to identify their personal issues in order to begin to work through them. The program should prepare students for the differences and challenges they will face upon their return home. It is important to remember that while each student will confront different situations, every one of them will encounter *some* sort of challenge associated with re-assimilating themselves into their home culture, environment, and/or socio-economic conditions. The severity of their “culture shock” will vary in degrees; the most effective program will bring to the forefront the

possible difficulties they will face so that they can begin to draw on their skills in adaptability, flexibility and leadership to ease the process to the highest degree possible.

CASS students may not expect to encounter problems with re-entry. After all, they have conquered the unknown, adapted to a new culture, a new way of life, successfully and happily lived with a family in the United States, made friends from all over the world, learned to communicate in English, studied, and for most, completed technical degrees in the English language. They have received extensive training in inter-cultural communication and adaptation over the past two years. Having overcome so many obstacles, some may ask why going home should be difficult. After all, it is where the students grew up, where their families and loved ones are, where the streets are comforting and the food is familiar. What they may not realize is that they are returning as changed individuals, and they may only understand the degree to which they have changed by processing the experience in their home countries. Additionally, students must realize that their families, friends and communities are not as they left them two years ago. They have also changed and grown. Because students and their families, friends and communities did not live their experiences together, there will be adjustment on both sides to the expectations that each has of the other.

The initial return home is usually a happy occasion, filled with reunions, getting caught up with the people, places and things that have seemed worlds away for quite a long time. Yet this period is short-lived, ending when students begin to miss their friends, host families, the campus, and a way of life that had become “normal,” comfortable, yet still exciting and adventurous. Distancing themselves from this unique experience is a painful process of letting go and finding a new role for a more mature individual, and of transitioning from having one’s principle identification being “CASS student” to an identity yet to be determined. Making this process challenging is a complex array of external and internal changes. Re-entry is a delicate balancing of the joy and pain of going home with the emotions evoked and the changes, real and perceived, that exist.

Some students will encounter changes that they had no control over, or “external” changes. A community in which a student lives may have undergone construction, been affected by natural disasters, or it may have grown or declined. For some, families have moved and they will have to adjust to a new community. For others, they will return to a smaller household, family unit and/or social circle if there has been a death. This can be traumatic even if the student traveled home during their scholarship to grieve with family and loved-ones. The student will now have to confront everyday life without the deceased loved-one there to provide support, love and friendship. External changes are beyond the students’ control and therefore can be the cause of a great amount of anxiety even before returning home.

Personal or “internal” changes are a fact of life with CASS students. Their perceptions of themselves, their values, goals, and life in general has been affected by their experience in the United States. They have gained additional self-confidence and maturity through a difficult process of adjustment to a new language, culture, environment, friends, and way of life. They have overcome and triumphed over what was probably considered frightening and impossible to them just before their departure for the United States. This renewed sense of self and accomplishment will be carried with them their whole lives, but not without some adjustment during the re-entry process. Only upon return home will they

be able to truly process the CASS experience. The opportunity to view the world with “different eyes” gives the student a chance to analyze what the CASS experience means to them, what aspects they are going to carry with them and how they plan to incorporate these into their lives. They will return home with different communication styles, renewed definitions of “friends,” as well as a new or refined definition of what a daughter/son/sibling is which will affect their relationships with their family and friends during this period of adjustment.

Students will have new goals and objectives for themselves and their careers that will need constant refining from the time they arrive. While they may believe that they know exactly what they want to do and where, their options and opportunities may change and therefore their goals and objectives will be challenged. Even if they find the “perfect” career, they will understand that professional goals will still need to be adjusted and upgraded to their countries reality. The needs and priorities in the students’ communities and countries are always changing and therefore they must recognize the skills that they have acquired, be flexible, and use them as needed; for example: working in groups, English language skills for non-native English speakers, organizational skills, etc. Finding a job will be a full-time job itself and students will face a new life without the structure of campus life. They must be self-motivated, assertive, and flexible in the type of work they will accept. This process can be very stressful, and coupled with the personal adjustment to life back home, can seem almost impossible to some.

Human nature mandates that we all have expectations. Ideally we would be able to move into new stages of life without expectations, thus able to avoid any disappointments from false, pre-conceived notions along the way. However, realistically, expectations are a fact of life with which we must contend. Many expectations from family, friends, and community members will be placed on the CASS students upon arrival home regarding the skills they have gained and job potential. They may even sense these expectations before departure. They have been given the tools to create their own path in life, and many people may want to give their input as to the direction that path will take. Managing the expectations of others, while dealing with their own expectations of themselves, can be overwhelming. Students should be able to manage this if they are flexible, able to adjust their own priorities, needs and desires, all of which have been challenged, altered and/or changed in the United States. A key to doing this successfully is to recognize up-front that it is they who have changed and that the responsibility to adapt falls on their shoulders. The fewer expectations they set for their return home, the better, while holding onto their goals and priorities.

The experience and process we call re-entry is basically in preparation for “reverse culture shock,” an umbrella term used to describe the refining of values, priorities, needs, desires, and goals that will affect the lives of all the students on all levels to some degree when they begin to prepare and/or actually return home. Prior to their return home, students are “on the top of the world”; they were in many cases the center of focus and attention and known on campus and in the community. They are taken care of in the United States, from a reliable monthly stipend and other allowances, pre-determined housing arrangements, to an international support network of coordinators, advisors, mentors, and a circle of friends who are participating in a like experience with similar ups and downs. Re-entry is when they return to an old way of life with a new attitude, experiences, mental state, life perceptions and vision. Reverse culture shock hits when the students realize that others will not be

able to empathize with the profound meaning of their experience, the challenges that were faced and triumphed over to become the individuals that now find themselves with a new role, identity and status within their communities. They will be treated, for the most part, as the person they were when they left and may find themselves misunderstood and alone during difficult times in which they are adjusting to external and internal changes while striving to achieve their newly defined personal and professional goals.

II. The Re-Entry Manual

CASS/Georgetown has developed this manual to provide College Coordinators with guidelines and suggestions for an effective and comprehensive re-entry training. This manual will help facilitate the re-entry transition by raising awareness of the potential issues students do or will confront. The topics and activities included will serve to reinforce students' commitment to their own goals and their visions as leaders in their communities to be effective agents of change. In addition, this manual will provide *continuity* with both the initial and re-entry orientations that take place in-country.

Students need to be prepared for the re-assimilation process that awaits them. There are certain “reminders” or coping strategies that can be emphasized in the re-entry program that will help them prepare while in the United States and that they can take with them to be ready for difficult times that may lie ahead. However, students need to recognize that they already have many of the tools necessary for successful re-entry, but reminders of how to use these tools can prove beneficial. For example, the following points can be reinforced:

- ▶ They have already undergone extensive inter-cultural training and personal experience in adaptation. The same survival techniques they used in the United States should be revived and used in-country.
- ▶ Always remember to observe, then react. It is always better to understand the situation to which one is reacting. In the case of re-entry, with emotions of confusion, frustration and depression running rampant, it's advisable to remain calm, analyze, then react.
- ▶ They will feel strong emotions and the need to express them. Students have been heard saying that they know how to express themselves better as a result of their intercultural experience. But these new communication styles have not been exercised in the environment of one's home culture. Students must be patient with themselves and others.
- ▶ Should students feel depressed or frustrated, they need to recognize that they've felt that way before and that it is temporary. Culture shock fades with time as one becomes more familiar and comfortable with his/her surroundings and the personal role he/she plays. Engaging in activities that alleviate these emotions will help, such as becoming active in the CASS alumni group, actively looking for a job, volunteering, etc. In this way, the students are developing or drawing upon existing support networks that will help them adjust with more ease.

Re-entry seminars and sessions should be held in a participatory forum, where students will be able to fully engage in the process of identification of the possible obstacles, emotions and difficulties that re-entry can pose. Ideally, facilitators will have prior experience guiding group discussions and activities. The lecture format should be kept at a minimum. Some recommended techniques include conceptualization exercises, panels, group dynamics exercises, case studies, role plays, and games. The activities suggested in the manual should begin in late September of the students' second year. This model for re-entry program activities is flexible and we encourage you to adapt it to the needs of the students with whom you work. Should you have any suggestions for activities that have been successful for you and would like to share them, please inform your Program Officer and share them with the other College Coordinators.

III. Re-Entry Program Design

GU/CASS recommends four stages to the re-entry process: the Kick-off Seminar held in late September, Fall Activities from October to December, Early Spring Activities from January to April, and Late Spring Activities from May until departure. This format is designed to enable the participants to process their fears and expectations and reinforce positive attitudes to overcome the challenges of readapting. It should be supportive and activate the process of reintegration of the scholars into their social, economic, political and cultural realities. Furthermore, it should initiate these students to the job search process back home and support them in their efforts to access sources of employment.

RE-ENTRY PROGRAM MODEL	
Kick-Off Seminar (late September)	
◆	Create Re-Entry Binder
◆	Review Letters to Self
◆	Introduction to Fall Activities
	✓ Goal Setting
	✓ Keeping Connected
	✓ Community Service Project
Fall Activities (October-December)	
◆	Goal Setting Phase I
◆	Keeping Connected Phase I
◆	Leadership Through Community Service
◆	Community Service Projects
◆	Introduction to Credential Files

Early Spring Activities (January - April)

- ◆ Getting a Job Seminar
 - ✓ Credential Files - Progress Report
 - ✓ Internships
 - ✓ Problem-Solving/Setting Realistic Expectations
- ◆ Goal Setting Phase II
- ◆ Job Hunting Skills
- ◆ Keeping Connected Phase II

Late Spring Activities (May-departure)

- ◆ Logistics of Going Home
- ◆ Reverse Cultural Shock
- ◆ Saying Goodbye

A. The Kick-Off Seminar

Late September

The Kick-Off Seminar is designed to inspire and motivate the students to think about going home. We estimate you will need one to one-and-a-half days to carry out this seminar. The following are some of the activities that could be organized:

Warm-Up Activity



This activity will provide the opportunity for students to begin to think about the complex process of re-entry as well as the skills they possess upon which they will need to draw in order to minimize the personal impact of returning to their home countries. Please see **Attachment A (Warm-Up Activity)** for details on how this game is played and its significance.

1. Create Re-entry Binder/Folder

It is advisable for each student to have an inexpensive cardboard or plastic binder to keep handout materials and notes from the re-entry activities. These materials may be used again for their arrival orientation in-country.



Activity: During the Kick-Off Seminar, student could design their own binder that will help remind them of their experience, using photos, stickers, etc. Encourage them to be creative so that their end product is one that will remind them of their experience in the U.S. as well as their commitment to their countries. The more personalized the binder, the more likely they are to use it both in the U.S. and at home.

2. Review Letter to Self

During in-country orientation before the students depart for the U.S., the students write a letter to themselves about their expectations and objectives for the two-years they are about to spend in the U.S. Those letters are forwarded by the Country Coordinators to the CASS office at Georgetown. GU will send the letters on to the College Coordinator for use in the exercise, during the first year.



Activity: **Attachment B (Letters to Self)** describes possible ways to use this letter to provide students with the opportunity to re-evaluate their commitment and goals.

3. Introduction to Fall Activities

a. Goal-Setting

Goal-setting is a very important part of re-entry because it helps the students to keep focused on their program (on why they are here) during the last year and on returning home. Setting reasonable goals for their last year in the U.S. (Phase I) gives them direction; setting goals for their return (Phase II) gives them a purpose, something concrete to look forward to. In both cases, goal-setting helps the students to alleviate anxiety and doubts common to re-entry.



Activity: To facilitate this process CASS/GU has designed **goal-setting worksheets**, Phase I of which is for the students to complete during the Fall. (Phase II is to be done in January.) The worksheet is divided into four goal categories: Employment Goals, Professional Development Goals, Neighborhood/Community Service Goals and Personal Goals, with a Plan, Resources Needed and a Timeline section for each category. See **Attachment B (Re-Entry Goal-Setting Phase I.)**

b. Keeping Connected

During the Kick-Off Seminar, the facilitator should take some time to learn from the students the extent to which they have pro-actively maintained contact with their families, Country Coordinators and other individuals back home over the previous year. Time should be provided to review strategies which individual students have used (mail, e-mail, internet home pages for in-country newspapers, telephone, etc.) to accomplish this, and students from each country should have an opportunity to discuss in small groups ways which have been most and least effective.



A schedule should be set up for the coming months for students from each country to present to the group on resources they have found for keeping in touch and what they have learned in the process about events in the region and developments in their field of study.

c. Community Service Project

Finally, the Kick-Off should also serve as a reminder to students of the community service project which they are to be developing. While in the U.S., students should seek out volunteer projects in their communities which have the possibility of providing experiences that ultimately prepare them for working with similar volunteer organizations when they return to their countries. **This type of community-oriented activity should be included in their short- and long-term goal-setting.**

B. Fall Activities

October-December

The topics discussed during the Kick-Off Seminar will be developed throughout the fall semester. You can decide how you want to cover these topics, either at your weekly CASS meetings or during specific days designed to address re-entry issues.

1. Goal-Setting Phase I

This activity should take place early in the Fall so that students can begin to reflect on their priorities and needs during their last 9 to 10 months in the U.S. **Attachment C** is a worksheet that you can use as a framework for goal-setting. Students should be encouraged to use any format they wish should this one prove inadequate. By adapting Attachment C to their needs or devising their own format, students will adopt ownership of the activity and therefore it will be more useful and meaningful to them. The following are suggested steps for carrying out Goal-Setting Phase I:



- a) For each goal category, the students will write the two (2) or more goals they want to achieve in their home country. Please make sure that your students' goals are **realistic** and not too futuristic!
- b) Once they have established the goals, the students will write the actions (in chronological order) that they will need to take during their last year of studies in the U.S. to help them achieve each goal. This is the hands-on part of the goal-setting process and will be subject to modifications throughout the year. Make sure that they understand that each action should be practical and achievable.
- c) For each action, students should elaborate on the resources needed to accomplish their objective (human resources, computer, financial, etc.)
- d) The students should have a **reasonable** timeline for each action of their plan. For the Timeline section, point out the importance of writing down the start and end date for each action. This will not only help them to organize their time but will also help you to closely monitor the implementation of their action plan.

2. Keeping Connected Phase I

Coordinators should plan sessions which empower the students to keep connected with and informed about events in their countries (economy, education, developments in their field of study, etc.) Strategies for gathering information should be developed. Much of this can be done today via the internet which has brought easy access to major newspapers and other resources in each country.

Also, internet communication (e-mail) should be stressed as a means of achieving personal

periodic contact with Country Coordinators, the CASS alumni associations, the support network company or organization that nominated the student, other CASS students nationwide and alumni on the CASS website. .



Activity: Brief student reports should be scheduled (ideally during weekly CASS meetings) on the results of their research. Some topics of discussion could be: the economy, education, developments in their field of study and internet communication.

3. Leadership Through Community Service

Given that CASS recruits candidates who are already committed to their communities, it becomes our task to ensure that this commitment is reaffirmed and find ways to reinforce it when the scholars return home. Currently, more possibilities exist to reinforce this commitment than in the past because the number of alumni in the different regions of their countries has grown and constitutes a critical mass with great potential for teamwork focused on this task.

An integral part of the commitment students make when they become CASS scholars is to get to know about and work with volunteer service organizations in the U.S. and to establish a community service project for their hometown or region upon their return. This is one of the most important ways they can make a difference and serve their country as change agents when they return.

Before they leave for the United States students are expected to meet with representatives of organizations in their communities or regions (e.g., non-governmental organizations (NGOs), private voluntary organizations (PVO's), churches, etc.) to learn about the organization's mission, structure, sources of funding, volunteer or job possibilities and current needs. They are expected to spend time volunteering for one of these organizations, to identify the key areas of need in their communities, to write an essay on what they learn, and to bring this information and essay with them when they travel to the U.S.

As an introduction to this module, the students should discuss the qualities required of leaders and the importance of community service as part of their role as change agents. The definition of “community” will vary from student to student, depending on their background and experience. Students will realize that their definition of community may change, especially when they return home with a broader scope, vision and new perspectives of their realities. As such, their visions for community service will need to be altered as the needs arise. They will need to be flexible and open-minded in order to exercise their leadership skills in community development.



Activity: Students should break down into mixed country groups to discuss the characteristics of leader, the definition of community, and to share their

experiences in community service prior to becoming CASS scholars. A summary of their conclusions can be shared with everyone.

Additional on-going activities should be designed to emphasize the importance of teamwork. We strongly suggest that the program follow a three-part volunteerism activity that links in-country and local (college) community needs and opportunities with students' strengths and interests. It can be organized in the following format:

- a.) Create teams of students that would **research** needs and volunteer opportunities in the local community. Upon sharing their conclusions, the group should identify a long-term community-based activity in which they can participate prior to their departure home (planting trees, volunteering in a homeless shelter, working with disadvantaged youth, etc.) This activity can complement a volunteer activity in which students may already be involved. Doing a project as a group will help build a sense of lasting community spirit and teamwork among students. To relate this to their experiences at home, each participant should identify areas of interest and personal strategies for volunteerism and involvement within their own community in their home countries. It is important for students to begin as early as possible in their volunteer work to recognize the skills they are gaining that may not be as readily identifiable as those they are learning in the classroom, such as organizational and interpersonal skills to name just a few.
- b.) During their stay in the U.S. individual students are expected to **volunteer** their services in organizations which address needs similar to those in their home community so as to maximize their learning experience. College staff should be prepared to assist students in making contact and facilitate involvement with organizations and individuals in the U.S. who can guide them in the design and development of their project, and to encourage them in the process of refining it.
- c.) CASS students are then expected to draw on their new and refined skills and experiences to **design a community service project** for implementation upon their return home. The information they have gathered about their communities' needs prior to their travel to the U.S. is crucial for their project's design and implementation. Students are free to choose their own projects but they must be realistic, achievable, relevant to their home communities and they must address one or more needs. They should be encouraged to maintain steady contact with in-country contacts to measure on-going needs of their communities and to ensure that the project they are designing is realistic.

To emphasize the leadership component of this module, we suggest that the facilitator implement activities that provide students with an assessment of their newly acquired skills and how they can be put to use to serve their communities. The purpose of this module is to identify values and qualities of a leader and how students can identify and use their own attributes that exemplify the characteristics of a leader. Some suggested outlines for discussions are included in **Attachments D (Community Service)** and **E (Leadership Through Service)**.

4. Introduction to Credential Files

The Credential Files are a vital part of the re-entry process. This information will be used by the students and their Country Coordinators to assist them in their job search. Students should be made aware of the components of the credential file and that it should be prepared for submission to the College Coordinator in time to send them to CASS/Georgetown by mid-April. In order to begin preparing their files, students should begin researching resume formats and compiling lists of their accomplishments and skills to include on their resumes.



Activity: Attachments F and G provide detailed guidelines for College Coordinators and students respectively.

C. Early Spring Activities

January-April

1. Getting a Job Seminar-Introduction to Early Spring Activities

This one-day event in January of the students' second year should be scheduled during the first week of classes (or prior to the beginning of classes if possible). Like the Kick-Off Seminar, this session will introduce the students to the topics they will discuss and develop during the Spring semester. The following areas should be discussed during this seminar:

a. Credential Files - Progress Made

Students should be preparing their credential files and seeking assistance from resources on campus, such as the career center, the library, etc. for help in writing cover letters and resumes. CASS meetings should cover this information as well, to ensure that the students are able to create a professional-looking file that represents their skills and experience well. Students are encouraged to continually update their resumes, a process that they will carry with them even after they go home. It is important to remind students that spelling and grammatical errors are unacceptable on resumes and cover letters, they must sign their cover letters, and that the formatting of both should be clear and easy to read. Symbols and icons should not be represented on either. The simpler, the better! In this way they are easier to read and professional. Students should keep in mind that the credential file represents them. It is the first impression of a student that a potential employer will have and is a reflection of their professional training. An ill-prepared file will surely be tossed aside by a prospective employer!

b. Student Development Transcripts

The Student Development Transcript represents a formal acknowledgment of the work and learning students have done outside of the classroom to enhance their personal and professional development and prepare them to be agents of change. Their primary function is to demonstrate

to the students that the program values service, leadership, teamwork, cultural and gender sensitivity, responsibility, commitment, and all the personal growth which the students have experienced during their two years in the U.S. Their accomplishments in this area deserve acknowledgment, just as is done for academic achievement. Students are responsible for taking this document with them to their country. A copy is due to CASS/GU at the end of June or early July. They should be presented on school letterhead and be a narrative or listing of the activities in which each student has participated to demonstrate the program values mentioned above.

c. Internships

During this session, please encourage the students to seek internships that are related to the kind of work they would like to do in their home countries. The internship is a good opportunity to focus on topics or skills not specifically addressed in their program curriculum. Be sure to illicit the students' opinions on the type of work in which they are interested. Encourage them to think about and create linkages between what they are doing in the U.S. and how it relates to their future at home. The internship is a unique opportunity for students to put into practice all the professional, social, and other skills that they have acquired and enhanced during their stay in the U.S.

d. Problem-Solving/Realistic Expectations

This module is directly linked with the goal-setting that the students began in the fall and will continue in the spring. The proposed exercise will help the students remain focused on what they need to accomplish during their last semester before returning home and to attain realistic expectations for their futures. During the spring, the students will set goals for their return (Phase II) that will give them a purpose and concrete objectives on which to focus. It is important that they realize that there will always be obstacles to overcome and with which to cope. For example, they should be prepared to accept entry-level employment with the *potential* for future growth. Students will be able to overcome difficult situations easier if they recognize the fact that they will occur beforehand and if they are armed with the necessary coping skills.



Activity: **Attachment H (Problem-Solving/Realistic Expectations)** is an activity to re-introduce and motivate the students to think about their expectations and problem-solving skills. This activity emphasizes that we are in control of our destinies, that there are choices to be made, and we must be responsible for the paths we decide to take in life. This activity will enhance decision-making skills and reinforce the fact that creating a realistic path in life will make the road easier to travel.

2. Goal-Setting Phase II

The purpose of Goal-Setting Phase II is to identify goals to be achieved **in-country**. After

reviewing their goals from Phase I (on which they should still be working), students should reflect on the progress they have made, either independently or in groups. If they decide that they have not made much progress, they should identify why. Were the goals unrealistic? What took precedence over the goals? Were they refined/changed during the course of the past several months? This may be the perfect opportunity to re-evaluate those goals for the remaining months in the U.S., while beginning to think about long-term goals back home.



Activity: First, students are to review the goals of their **Goal Setting Phase I worksheet** to determine their progress to date and achievability. They can either continue with the same goals, revise and update them, or set new ones.

Attachment I is the worksheet for **Phase II** of this activity and is designed to take place as follows:

- a.) For each general goal category, students write at least two specific goals they want to achieve in their home country. Once again, please make sure that their goals are realistic and not too futuristic!
- b.) Once these goals have been established, have the students write down the actions (in chronological order) that they will need to take in their country to be able to achieve each goal.
- c.) For each action, students should elaborate on the resources needed to accomplish their objective (human resources, computer, financial, etc.)
- d.) The students should also set a reasonable timeline for this new action plan. Have them write down the start and end dates for each in-country action.

Students should keep in mind that this is a working document that will probably change or be modified during their last semester in the U.S., especially after the internship. As such, this could be a long-term activity offered to students. College Coordinators should review both worksheets with individual students on a regular basis (i.e. twice a semester) providing direction, when necessary. In addition, perhaps during CASS meetings, students could be grouped by country and share and discuss their goals and the progress made thus far. If this is to be done, be aware that some of the students might be reluctant to share goals they consider personal. Obviously, they should only be asked to share those with which they feel comfortable.

3. Job Hunting Skills

This module should lead participants through an exercise in which they identify professional goals and develop individual job search plans. The College Coordinator should stress that this is a first step. As with the Goal Setting Phases, students may modify and/or add to their goals and job search plans as the year progresses and even after they arrive in their home countries. Ideally, participants will recognize their responsibility and role in shaping their own future.

Students should be prepared to jump right into searching for employment upon return home. Not only will they be able to put their skills to work right away, but this will give them a feeling of accomplishment and worth. Generally, CASS alumni who gain employment soon after they return also are more successful in reintegrating into their societies. The busier the students keep themselves upon return home, the quicker they will find a place for themselves in their communities and societies. This will alleviate the stress of re-entry and culture shock, as well as give immediate satisfaction of being able to put to use the skills (or at least some of them) learned while in the U.S.

The in-country CASS office can play an important role in a student's job search. However, for this to be the case, students must remain in contact with their coordinators as much as possible, to update them on their program, activities, and professional interests. The Country Coordinator will assist a student to his/her best ability in finding a job. This may mean job fairs, assisting with networking, etc. While the Country Coordinator can in no way "guarantee" that a student find a job, they can play an important role as a professional as well as personal contact. Their experience with re-entry and job hunting can be extremely beneficial to CASS students and alumni.



Additionally, the CASS office in-country will have any information regarding reciprocity agreements made with local universities. These agreements may prove beneficial for the students who desire to continue their higher educational pursuits back home.

Activities: There are several steps that students should take to prepare themselves for their job searches back home. First of all, they should develop a personal job search plan. In this exercise, students should develop individual short-term goals, priorities and strategies for finding an entry-level position and share their ideas with the group.

Secondly, CASS/GU will provide students with information regarding alumni employment and possibilities of using the alumni network as an employment resource. In particular, there are lists of employers of CASS alumni for each country that are distributed to the College Coordinators that should be shared with the students. They should also realize, however, that this list is not exhaustive, and that they should seek contacts anywhere they can in their desired field. CASS/GU will also provide an alumni video to each school to show to the students. Alumni who have found jobs in their field of study will be featured so that students can view fellow countrymen and women and CASS graduates speaking about the social, economic and political realities of their home countries. This is an upbeat, positive way for students to become even more motivated to go home and make a difference.

Students should continue preparation for the job search throughout the year, including: filling out job applications; preparing cover letters; altering resumes as needed; practicing interview techniques and conducting mock interview panels; networking; reviewing professional etiquette; etc. CASS/GU recommends that some type of human resource professional or career specialist be present to offer advice. This is a practical session focusing on job search techniques, writing

cover letters, and mock interview panels made up of local professionals.

4. Keeping Connected

Not only should students maintain contact with their Country Coordinators, it is imperative that they maintain ties to their families, friends, network support contacts, and communities. In this way they remain connected and committed to their homes and communities. Their commitment to them should increase with communication on a consistent basis as they feel a part of their lives even though they are physically far away. To stay connected, students can pro-actively maintain the lines of communication, as well as research their field of study in their countries so as to

prepare themselves for the job search. There are many methods to facilitate students' contact with their home countries and to employ the skills they have gained in communication, letter-writing, research, leadership, etc.



Activity: Some options are:

- a. You can develop exercises such as scavenger hunt games via the Internet to find information on important topics about employment, current events, and the political and economic situations of countries.
- b. Encourage students to contact alumni in their field of study in their home countries. This could be done in conjunction with or as a complement to a letter-writing session as students learn about professional communication techniques.
- c. Review employer expectations with students, including punctuality, appropriate clothing for the workplace, self-confidence, team-orientation, and the realistic entry level of alumni.
- d. Another component of Keeping Connected is for students to finalize their community service projects. They should make contact with the in-country organizations with which they plan to implement their projects when they return home. They can inquire as to current needs of such organizations and provide them with a brief overview of the proposed project to determine its relevance at that particular time.

D. Late Spring/Summer Activities

May-July

Four to six weeks before the students leave, the College Coordinator should begin discussing the issues of their return home. The following topics need to be addressed:

- Logistics of returning home
- Fears and expectations, reverse culture shock, and coping mechanisms
- Leadership, community service, and change agent issues
- Closure and saying goodbye



1. Logistics

It is suggested that the session on logistics be held first in the seminar allowing students to address their basic concerns. In this way, once they understand the “mechanics” of going home, they can reflect more on the later modules dealing with closure and re-entry.

This part of the re-entry training contains information regarding such specifics as travel dates, luggage allowances, methods/options for shipping extra baggage, arrival at home, in-country job search assistance, credit transfer arrangements, etc. Again, there will be many more questions than answers. It is best to provide students with as many details as possible.

Activity: **Attachments J (Pre-Departure Checklist) and K (Going Home)** provide the students with additional information. The Pre-Departure Checklist will outline the tasks that students should undertake before departing. **Attachment K (Going Home)** reviews a lot of the logistical details of going home. Students should read this over carefully! It should answer most of their questions about the arrangements that are made for their return, as well as what they will need to do to prepare.

2. Reverse Culture Shock (Attitude Reinforcement and Processing Fears and Expectations)

Upon their return home, CASS alumni often feel misunderstood by their families

and friends who have not shared the same experience. They need, therefore, to have the opportunity to discuss and share their experiences, fears, and expectations with one another.

Students should be encouraged to develop a realistic vision of the future related to their expectations and reinforce their roles as leaders and agents of change. Their families, friends and communities will all have certain ideas as to what the students have become, what they can accomplish, and how they should now define themselves in their societies. Some of these expectations on the students may be realistic, some may not. We do not want the students to be left feeling the weight of the world is on their shoulders. The values of leadership instilled within them while in the U.S. should be reinforced at this time, as well as practical and realistic visions of ways to help to contribute to change; from the most minute of activities to the most visionary of endeavors, change is relative to its goals and its intentions.

Activity: College Coordinators may want to facilitate discussions in groups with the following relevant topics. These discussions should draw on activities and discussions that have taken place during the last two years, but specifically since the Kick-Off Seminar.

- a.) Discuss ways that CASS students feel that they have changed during their time in the U.S. How will this change influence them in their new environment? How will people react to them as a result of this change? Do the CASS students believe that family and community members have changed? How?
- b.) Discuss responsibilities with regard to family, community, and country, understanding that as alumni they will experience a great deal of pressure to become the "breadwinner" within the household.
- c.) Discuss leadership and decision-making in the following areas: their normal sphere of activity (i.e. job, community, family); institutional participation, community based organizations, such as NGOs, cooperatives, national and international organizations, and the alumni association.
- d.) Another point that could be emphasized comes from the book **Cross-Cultural Re-entry: A Book of Readings**. The authors Harold Guither and William Thompson write:





"People back home have continued to live their lives about the same as usual. The fact that you were gone has not really affected them and they will usually have only a casual or passing interest in your experiences. Being prepared for this indifference may be just as important as preparing to live overseas." (Austin, pg. 207)

Please see **Attachment L (The Five Phases of Re-Entry)** for more background information.

e.) **Attachment M (Family/Community Expectations)** is another activity you may wish to use to help students begin to think about the expectations that they have and the ones that will be placed on them.

3. Closure and Saying Goodbye

It is important that students have a clear understanding of their personal transformation. In this module students should come away with a sense of closure and, at the same time, a sense of beginning. There will be a sense of "loss" for many in their departure from the supportive environment that comes with campus life and the CASS program, especially as they say goodbye to staff, administrators, family, and friends in the community. They will need time to process these feelings and to come to terms with them in a constructive way. Sensitive yet understanding approaches are key to dealing with these changes. Students should also understand that they are the torch-bearers for the changes that will occur in their communities. In addition, they should realize that with the responsibility that they bear, they will continue to grow and learn, and should take the initiative to continue to pursue knowledge and different experiences. The discussions in this module should help participants process their experience in order to become effective agents of change in their home countries.

Activity: Students should acknowledge the skills that they have now in recognition of what paths they will follow in the future. In order to do this, they can enumerate the various skills they have learned in their classes, community service, internships,

as well as daily life in the United States. Once outlined, they should try to envision how they will continue to enhance these skills. A review of previous activities, especially the short- and long-term goals lists, would be particularly helpful to students, allowing them to recognize the progress they have made and the paths that lie ahead.

BIBLIOGRAPHY

Please find attached selected readings and resources that might prove helpful in planning re-entry workshops and activities. If you should find other sources or activities useful, please do not hesitate to inform CASS of them. We always welcome new ideas!

Re-entry:

Austin, Clyde N., Ph.D., Cross-Cultural Re-entry: An Annotated Bibliography. Abilene Christian University Press, Abilene, Texas, 1983. Contains a section devoted to writings on international education issues.

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Barna, L.M. The Stress Factor in Intercultural Relations. In D. Landis and R.W. Brislin (Eds.), Handbook of Intercultural Training II. New York: Pergamon Press (1983).

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Brislin, R.W. A Culture General Assimilator: Preparation for various types of Sojourns. International Journal of Intercultural Relations (Vol. 10, pp. 215-234). (1986).

Ebaugh, H.R.F. Becoming an Ex:: The Process of Role Exit. Chicago, IL: The University of Chicago Press (1988).

Fantini, Alvino E., Ed., Cross-Cultural Orientation: A Guide for Leaders and Educators. The Experiment in International Living, Brattleboro, Vermont, 1984. Contains both trainer's guide and student workbook on re-entry activities.

Push, Margaret and Loewenthal, Nessa. Helping Them Home: A Guide for Leaders

of Professional Integration and Re-entry Workshops NAFSA Publication, Contains rich experiences in re-entry workshops.

Youth for Understanding, Planning and Conducting Re-entry Orientation, Washington, DC, 1982. Contains a variety of complete training sessions for re-entry issues.

Cross-Cultural Counseling:

D'Andrea, Vincent J. and Salovey, Peter, Peer Counseling: Skills and Perspectives, Science and Behavior Books, Inc, Palo Alto, CA 1983. Contains examples of counseling techniques.

Pedersen, Paul, Editor, Handbook of Cross-Cultural Counseling and Therapy, Praeger Press, New York, NY 1987. Contains specific case studies on "Hispanic" populations.

ATTACHMENTS

Attachment A - Warm-Up Activity

Attachment B - Letter to Self

Attachment C - Re-Entry Goal-Setting (Phase I)

Attachment D - Community Service

Attachment E - Leadership Through Service

Attachment F - Credential Files (Guidelines for Coordinators)

Attachment G - Credential Files (Student Responsibilities)

Attachment H -Problem Solving/Setting Realistic Expectations

Attachment I -Re-Entry goal-Setting (Phase II)

Attachment J - Pre-departure Checklist

Attachment K - Going Home

Attachment L - Five Phases of Re-entry

Attachment M - Family/Community Expectations

Warm-Up Activity

OBJECTIVES

- To outline the abilities they have to solve problems
- To begin a process of reflection on how their experiences can play a role in or have given them new attitudes towards developing strategies for dealing with life (family, work, etc.)

PARTICIPANTS

The entire group of participants should be asked to form a circle.

MATERIALS

Three tennis balls, a flip chart, and markers.

SETTING

There should be enough room or space to accommodate the entire group of participants once they have formed a circle. The space required for the activity will depend on the size of the group.

TIME

The activity should require ten minutes, including the time allotted for instructions.

PROCEDURE

Step 1: Once the entire group is standing in a circle the facilitator explains that the goal of the activity is that everyone needs to touch each of the three balls **once**. This process should be carried out in such a way that the first person who touches the ball should also be the last person to touch the ball.

Step 2: After everyone understands the instructions, the facilitator will ask them to begin and will time the seconds it takes the group to achieve the goal. Tell the group how long it took them to do the exercise and achieve the goal. If the group goes over one minute, give the instructions again. If the group completes the exercise in under a minute tell them that you know they can do better (do it half the time), and ask them to try again. The facilitator may encourage them until they are able to complete the exercise in ten seconds or less.

Step 3: Once the group has achieved the goal in less than ten seconds, they may return to their seats. The facilitator will then ask the group to brainstorm and list the reasons why they were able to achieve the goal of the exercise. The facilitator will write the participants' responses on the flipchart. Do not give examples let the participants figure out for themselves what was required of the group to complete the activity. (examples may include organization, listening to one another, open to new ideas, teamwork etc.)

Step 4: The facilitator may conclude the activity by saying: Teamwork is always needed to support objectives and goals. This activity forces students to become aware of new and ever changing perceptions which exist. We must continually assess our perceptions about things. There is more than one way of looking at a situation. This re-entry workshop is an opportunity to reflect on their U.S. training in a new way and to begin re-assessing our perceptions of re-entry and return home.



ATTACHMENT B

LETTERS TO SELF

CASS envisions re-entry beginning when the students open and read the letters which they wrote to themselves during their pre-arrival orientations a year earlier. At Orientation II, the students are given a handout which poses a number of questions for them to consider as they write their letters:

How do you feel about receiving a CASS scholarship?
What do you expect at college?
How about living with a host family - what do you think that will be like?
What specifically do you want to accomplish in the United States?
How do you plan to participate in your U.S. community?
What do you want to learn about the United States and its people?
What goals do you have for your personal growth and development?
What are your professional goals?
How do you plan to stay in touch with people back home?
How do you think you will feel about leaving the U.S.?

The letters which the students wrote to themselves are mailed to each college at the end of the students' first year in the U.S., typically in August. CASS encourages College Coordinators to take advantage of the opportunity to use these letters in a personal development exercise. Following are a few possible approaches to using these letter.

1. Give the students a chance to open and read their letters silently, and then each student could share one important insight with the group.
2. Arrange small group discussions on how they think they have changed over the past year.
3. Discuss what goals they have set for themselves that they did not have previously.
4. Use the time for the students to write back to themselves. Collect those letters and distribute them at the airport when the students are leaving the U.S. (or in a final re-entry session a day or two before departure).

Whatever format you use, the meeting should also provide a good opportunity for refocusing their energies as they begin their final year and rekindling a spirit of commitment to their families, communities, and countries. Preparation for departure starts now! Guide the discussion around that fact.

RE-ENTRY GOAL SETTING (PHASE I)

Name of Student _____

Cycle: _____

Institution _____

Field of Study: _____

Date _____

I. EMPLOYMENT GOALS

-

PLAN: Actions you must take this year
(in the U.S.) for preparing to achieve
each goal.**Resources Needed****TIMELINE****a.** _____

1) _____

2) _____

3) _____

4) _____

b. _____

1) _____

2) _____

3) _____

4) _____

II. PROFESSIONAL DEVELOPMENT GOALS

- a. _____
- 1) _____
 - 2) _____
 - 3) _____
 - 4) _____
- b. _____
- 1) _____
 - 2) _____
 - 3) _____
 - 4) _____

III. NEIGHBORHOOD/COMMUNITY SERVICE GOALS

- a. _____
- 1) _____
 - 2) _____
 - 3) _____
 - 4) _____
- b. _____
- 1) _____
 - 2) _____
 - 3) _____
 - 4) _____

IV. PERSONAL GOALS

a. _____

1) _____

2) _____

3) _____

4) _____

b. _____

1) _____

2) _____

3) _____

4) _____

Community Service

OBJECTIVE

To have individuals define what is "community" and examine how they as change agents can affect them in a positive way.

PARTICIPANTS

Groups of 4-5 persons, facilitator.

MATERIALS

Markers and flip chart paper.

SETTING

Large enough room to accommodate entire group of participants. Should be able to spread out to write their responses.

TIME

30 minutes for exercise, 30 minutes for discussion.

PROCEDURE

A similar exercise can be conducted as done with the Leadership module (Attachment D.) The facilitator may wish to write out for all to see the following or other appropriate quote for discussion.

"Ask not what your country can do for you, ask what you can do for your country." (JFK)

Possible discussion questions:

What does "community" mean?

Describe the characteristics of your community in your home country.

What types of organizations design and implement community service projects in your home country?

What are some options for community service in your country?

Leadership Through Service

OBJECTIVE

To have individuals identify characteristics they possess as leaders and agents of change.

PARTICIPANTS

Groups of 4-5 persons, facilitator.

MATERIALS

Markers and flip chart paper

SETTING

Large enough room to accommodate entire group of participants. Should be able to spread out to write their responses.

TIME

30 minutes for exercise, 30 minutes for discussion.

PROCEDURE

1) It may be useful to place on flip chart paper a quote that elicits responses from the students with a discussion format. Samples could be found in any book of quotations. We have included several for your convenience:

"Ships are safe in the harbor, but that's not what ships are made for. The same is true of the human spirit. Don't ever be afraid to take chances, reach for the stars, or take a stand on what you believe in." (Russell DiSilvestro)

"With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own." (JFK)

"...Leadership and learning are indispensable to each other. The advancement of learning depends on community leadership for financial and political support--and the products of that learning, in turn, are essential to the leadership's hopes for continued progress and prosperity..." (JFK)

2) Have students view during the prior night's dinner a video that clearly displays issues of leadership (such as "A Few Good Men.") Then refer to the following questions for discussion:

What are the most important attributes of a good leader?

What is "volunteerism" and how does one get involved?

What were some of the projects in which you were involved back home? How did you find out about them? What motivated you to become involved?

What are some of the leadership skills you have gained that will help you at home?



ATTACHMENT F
CREDENTIAL FILES
GUIDELINES FOR COORDINATORS

Each student should leave for home with a complete credential file (including letters of recommendation and final transcripts); however, the following documents are provided to Country Coordinators in advance of the student's return home:

LAST NAME, First Name

CREDENTIALS FILE CHECKLIST
(2 copies in native language to GU in April)

☐ Résumé

☐ Capability statement

☐ Course descriptions

☐ Cover letter with employment goals
(to Country Coordinator in native language)

Each student is individually responsible for generating and translating his or her own résumé and writing a brief cover letter to the Country Coordinator. The remaining two documents (the capability statement and course descriptions) should be generic, i.e., written for "students who successfully complete X program." A sample capability statement is attached. This should facilitate the process and avoid concerns related to individual students who might or might not actually meet all requirements. In most cases, the course descriptions which you provided as part of the Comprehensive Plan will be acceptable for this purpose with only minor editing. However, please review them to ensure that they accurately reflect the standard program. All documents should be professionally presented. For documents prepared by the institution, use the institution's letterhead. To ease the burden on staff, we recommend that you involve the students in the production of credential files.

Students are responsible for generating their own cover letters and résumés in their native language - this is not optional. CASS expects to receive a résumé from each student. Résumés styles vary. The one most obvious and consistent difference between English and Spanish résumés is that good Spanish résumés tend to include more personal information. Regarding Haiti, we have been advised that the U.S. format is fine, but they must be in French.

The cover letter should be brief (two paragraphs), addressed to the Country Coordinator, indicating what the student's employment goals are for when he or she returns home. This letter, which should be in the student's native language, should be attached to the resume.

CASS must have two copies of the above documents for each student in our office prior to the Annual Meeting. The Country Coordinators will be carrying the credentials files home with them following the Annual Meeting.



ATTACHMENT G
CREDENTIAL FILES
STUDENT RESPONSIBILITIES

Credential Files

- The Credential File is your set of documents prepared to assist you in activities upon your return home and includes:
 - Résumé
 - Course Descriptions
 - Capability Statement
 - Cover Letter to your Country Coordinator (about employment goals)
- Your Country Coordinator will receive a copy of your credential file in May so that he or she can begin to "market" you to potential employers in your country.
- You are responsible for working closely with your College Coordinator to develop your Credential File. Specifically, you are responsible for developing your résumé in your native language and assisting with the translation of the course descriptions and capability statements as appropriate. You must also write a two-paragraph cover letter to your Country Coordinator indicating what your employment goals are (please review your employment goals on the Re-entry Goal Setting Worksheet). This letter will be of great help to the Country Coordinator in identifying potential employers.
- For your personal copy of the credential file, you will want to gather letters of recommendation from various individuals (faculty, internship supervisors, etc.). Your Country Coordinator will not be receiving these, but you should have them ready, including a translation, when you begin to apply for work. In addition, we recommend that you include in your personal file a copy of the college catalog covering the period of your scholarship. This could be a valuable reference for you in the future. Finally, you should take home a copy of your résumé on disk so that you can continue to update it easily.
- A copy of your diploma or certificate will be authenticated by your embassy in Washington, D.C. if that step is required. This process takes up to six months to complete, and in most cases, the process cannot begin until after graduation. Your original documents will be forwarded to your Country Coordinator as soon as they are available. They will be followed by the authenticated documents several months later.
- Official final transcripts are almost always available before students depart. We strongly recommend that you take several copies of your official transcript home with you. Your institution has a process for obtaining official transcripts and you will need to familiarize yourself with this process and make arrangements (including paying any fees) well in advance of your departure. It is extremely difficult to obtain official transcripts once you have returned home.

Problem-Solving/Realistic Expectations**OBJECTIVE**

This activity is designed to illustrate that there will always be obstacles in life and that we must be prepared to overcome them.

PARTICIPANTS

Groups of 4-5 persons, facilitator.

MATERIALS

Markers and flip chart paper.

SETTING

Large enough room to accommodate entire group of participants. Should be able to spread out to write their responses.

TIME

30 minutes for exercise, 30 minutes for discussion.

PROCEDURE**Part I**

Theme:

"We can see life as a journey and ourselves as a vehicle on that journey. Life takes us down well-paved and rough roads as part of every day of our lives. However we can choose which vehicle we want to travel in."

Break the group down into smaller groups, and ask each member to draw **several** types of roads (ie. highway, country, dirt etc.). After they have completed their drawings, ask them which type of vehicle would make it easier to travel on each road. For example, if they have drawn a super-highway you may suggest that a Mercedes would be the best vehicle to use on that road. If they have drawn a rough road filled with potholes a 4 x 4 would be more suitable.

Each road represented is a symbol of the type of path that students will have to travel at some point(s) in their lives. There will be some that are easier than others, and require a different "vehicle" for successful maneuvering. Have each member write down what obstacles, or "potholes" they may encounter on their return home and in the future. What "roads" will be paved? Which ones will be dirt paths? Also, ask them to write down the skills they have to confront those problems. Ask them to present their conclusions.

Part II

You can close this exercise by drawing the following Achievement Diagram:



- a.) The center square or “ME” square signifies the things you can control or change by your own will and actions.
- b.) The “Me & Others” square shows the area where you can attempt to influence or change things but it no longer relies on only your abilities. There are other people who can and will be involved.
- c.) The outer most square is the areas that you **cannot** control.

It is a good idea to stop here and form a conclusion to the exercise. For example: We know the world is not perfect...Similar problems can be found almost everywhere.

We know that we want a better life. What can we do (control) in order to make it so?

No one can live our lives for us. How do others influence our lives? Do we have control over their influence? Why? If yes, how?

We are unique. Each of us may have a similar experiences but what we can learn from them may be different. What are some things you have learned from your fellow CASS students during this activity?

Part III

Themes:

“If we want to transform our lives we will need to be strong, honest, and brave. We must search within ourselves, work on our weaknesses, and use our virtues. The first step is having the capacity to transform our attitudes.”

"Life is not a problem to be solved but a mystery to be lived."

- A. Have each participant make two lists. The first list is what they want to be in the future. The second is a list of what they want to change about themselves, their family, community, and country.
- B. Since the participants are now familiar with the Achievement Diagram, have them make a list with the virtues they possess and can use to achieve the goals of their Santa's list (what they can control.) Also, ask them to make a list of weaknesses that may stop them from meeting their goals.

RE-ENTRY GOAL SETTING (PHASE II)

Name of Student _____
Institution _____
Date _____

Cycle: _____
Field of Study: _____

I. EMPLOYMENT GOALS

PLAN: Actions you must take this year
(in the U.S.) for preparing to achieve
each goal.

Resources Needed

TIMELINE

a. _____

1) _____

2) _____

3) _____

4) _____

b. _____

1) _____

2) _____

3) _____

4) _____

II. PROFESSIONAL DEVELOPMENT GOALS

- a.** _____
- 1) _____
- 2) _____
- 3) _____
- 4) _____
- b.** _____
- 1) _____
- 2) _____
- 3) _____
- 4) _____

III. NEIGHBORHOOD/COMMUNITY SERVICE GOALS

- a.** _____
- 1) _____
- 2) _____
- 3) _____
- 4) _____
- b.** _____
- 1) _____
- 2) _____
- 3) _____
- 4) _____

IV. PERSONAL GOALS

a. _____

1) _____

2) _____

3) _____

4) _____

b. _____

1) _____

2) _____

3) _____

4) _____

Pre-departure Checklist

This checklist can be distributed to the students as part of their pre-departure planning. Students should review this **after** the completion of the two day workshop.

PRE-DEPARTURE CHECK LIST

Use this list to help organize your plans for returning home. Use the following page to create your own check list. It will help you work more efficiently!

TO DO

DONE

1. Fill out forwarding address forms at the Post Office.	
2. Request "change of address" postcards from the Post Office. Send them to your friends.	
3. Contact the phone company to disconnect your telephone. Sell your telephone if you purchased it, return it if you leased it.	
4. Call your long distance company to be sure all of your telephone calls have been paid for.	
5. Clear all of your accounts. Leave money with a trusted friend if bills are still outstanding. Notify your creditors that you are leaving and give them the name of your friend who should pay the bill if they cannot clear it at that time.	
6. Close your bank account. Purchase traveler's checks if you will need them.	
7. Clear your student account so your diploma and/or transcripts can be released.	
8. Order transcripts if you will need them. Order and pay for extras if there is a charge so you will not need to find foreign currency to pay for them after you return home.	
9. Make arrangements to have your diploma sent to you if you do not receive it before departing.	
10. Leave your permanent home address with your department, faculty advisor and others who might wish to be in contact with you. Return department keys.	
11. Check out of your apartment or dorm. Leave a forwarding address with your manager. Return your keys and request the return of your security deposit, if applicable.	
12. Give the university/college alumni office your permanent home address. Ask them to put you on their mailing list.	
13. Return borrowed household items to the place you borrowed them. If you have items to pass on, donate them to your college loan closet for foreign students, or ask your friends to share them with new arrivals.	
14. Do not "sneak" out of town! Call or visit your friends before you go home. Be sure to express your thanks to your host family if you have one.	

15. Determine shipping regulations to your home country by asking the Post Office. (Every country has different requirements, and they change from time to time. Be sure you investigate this.) Ask about special rates for mailing books.	
16. Check with your information packet about specific regulations on the weight and size of suitcases, excess baggage, air freight and costs.	
17. Determine regulations on the size, weight and content of boxes if you are sending your belongings home by post, by air freight, and by hiring a shipping company. Consider the length of time it will take for parcels to arrive, and any potential damage to equipment, books, etc.	
18. Make arrangements for transportation to the airport early, particularly if you have a lot of baggage. Plan to arrive at the airport AT LEAST 2 HOURS before your flight departs.	
19. Notify your family well in advance of your arrival, don't surprise them! They need time to prepare for your return home too.	



GOING HOME

GUIDELINES FOR CASS STUDENTS

You are entering the final stage of your stay in the United States as a Thomas Jefferson Fellow, and Georgetown has prepared guidelines to help you plan your departure. We'd like for everything to go as smoothly as possible and we encourage you to read this information and keep it in mind.

Itinerary

- ▶ Georgetown and staff at your institution will coordinate the date of your departure. You will be notified of your date of departure and are expected to leave the U.S. on that date. Tickets will **not** be changed. (There are numerous Federal regulations governing the use of government funds for travel, and the process is a complex one.)
- ▶ During your last month, Georgetown will send you an itinerary of your trip. From the airport closest to your institution, you will fly to an international gateway on a domestic flight. From there you will change to an international flight that will take you to the capital city of your country.

Allowance for Educational Materials

- ▶ You should be able to check your baggage from your point of departure to your final destination. **You are responsible for paying any and all excess baggage charges.**
- ▶ In the past, CASS students returning home have spent an average of almost \$175.00 to get their belongings home. (There were many students who spent nothing, and some who spent a lot!) However, Georgetown will provide you with **only \$25.00** toward the cost of carrying or shipping educational materials home. You must pay all additional costs.
- ▶ Plan carefully! To limit the expense involved in shipping your belongings home, students from the previous group advise that you: 1) ship as much as possible home via 3rd class mail well in advance of your return home and 2) save money and begin planning how to get your belongings home early.

Baggage Limitations

- ▶ Baggage policies differ for each airline. Most airlines:
 - have strict limits to the **size, weight** and **number** of bags each passenger is allowed to take. Each passenger is usually allowed to "carry-on" one bag and "check-in" two bags at no charge.
 - charge for excess baggage at either a flat rate per piece or a per pound rate. Limitations apply to the size and weight.
 - will not guarantee that your excess baggage will be on your flight. It may arrive in your country at a later date.
- ▶ Government restrictions prohibit Georgetown from paying for excess baggage charges. **You are responsible for all costs.**
- ▶ Call your airline for specific information on their baggage policies. To get the toll-free 800 number of your airline, call 1-800-555-1212.

Other Options

As an alternative to carrying excess baggage, you may choose to send your belongings by courier services, freight companies, or the postal service.

- ▶ **Courier companies** such as Federal Express and U.P.S., which deliver packages worldwide, are by far the most expensive way to move your belongings. For example, at the time of this writing, shipping a 40 lb. package to Central America via U.P.S. would cost \$270.35! (Compare that with the post office rate, below.)

- ▶ **Freight Forwarding Companies**, which ship goods by sea or by air freight are another option. You will need to provide the company with the size, weight, origin and destination of the item. The company can then give you an estimate of the cost and recommend whether sending the item by boat or air is most economical. These companies may have group rates which may be less expensive. Ask about these rates if there are two or more of you traveling at the same time to the same destination. You may check in the yellow pages of the telephone book for the company closest to you.
- ▶ **The Postal Service** has what is referred to as an "M Bag." To take advantage of this rate for shipping books. Items must be in a box which will fit into a mail bag. The minimum weight is 11 lbs., and the maximum weight is 66 lbs. The rate (at the time of this writing) is \$0.79/lb. In other words, shipping 40 lbs. of books would cost \$31.60. Rates do not change drastically, but for the most current information, call your local post office. The "M Bag" takes up to two months to arrive.

You are responsible for any and all of the above arrangements and costs.

Duty

- ▶ Duty is a tax on imported items and is determined by the government of each country. "Duty-free" means no tax is assessed.
- ▶ Most governments have established limits on the amount and value of items brought into the country.
- ▶ Personal belongings are generally allowed into the country duty-free. However, the term "personal belongings" is vague. For example, one used tape recorder might be accepted as a "personal belonging", but a new color TV would not.
- ▶ To possibly avoid paying duty, do not be excessive in your purchases.
- ▶ The decision to charge duty often rests with the individual customs official. Each country has different customs policies.
- ▶ **For up-to-date information contact your embassy directly.**
- ▶ The college will provide you with a letter stating that you are a returning student and asking for assistance to present to the Customs Official when you enter your country. **This is provided as a courtesy to you; however, it does not guarantee that you will not be charged duty.**

Mail

- ▶ The CASS Program will not forward your mail. It is your responsibility to arrange for your mail to be sent on to your permanent address. The Post Office does not forward mail internationally. This means that you must inform your friends (and creditors) of your new address.
- ▶ It is also your responsibility (and moral obligation) to ensure that you do not leave behind any unpaid bills! This includes record and book clubs, credit cards, and telephone. For a CASS student not to pay his or her bills is irresponsible and unlawful. It makes you, your country, and the Program look bad, and could possibly hurt future CASS students. Unpaid bills eventually are transferred to collection agencies. Because of the nature of today's global financial networks, that could affect you later when you attempt to get credit in your country. You don't want that to happen to you, and we don't either.

THE FIVE PHASES OF RE-ENTRY

Going home after training abroad can be very different from what is expected, but some fairly predictable things occur. Don Kelley and Daryl Conner, authors of The Emotional Cycle of Change, The 1979 Annual Handbook for Group Facilitators, identify five phases in the change, or re-entry process. Understanding the phases may help one to handle the transition more effectively.

A. HIGH HOPES AND POSITIVE EXPECTATIONS FOR THE FUTURE

In this first phase, people act on little or outdated information. They have been away from home and work for some time. They look forward to the return home and feel very good about it.

B. DOUBT AND UNCERTAINTY

This phase may take place a few days before boarding the plane, when the final tests are over and the preparation for going home begins. The student wonders what the new job environment will be like. Doubt and uncertainty begin to set in. Sometimes this phase does not occur until weeks after arriving home. Then the student starts to question, "Was the training worthwhile?" "What if I had stayed home?" "Can I use what I have learned?" At this point, one may have a tendency to withdraw. Paradoxically, it is a time when contact with others is helpful. Here are some suggestions for how to get through this period:

- ! Contact friends and colleagues who may have had similar experiences;
- ! Write letters, make calls, attend alumni or professional association meetings;
- ! Share doubts with trusted people;
- ! Take time to list the good things that are occurring as a result of the training; and
- ! Remember friends and contacts made while training.

C. HOPE

Returnees begin to recognize in this phase that their training was helpful. These positive feelings help them to move ahead on projects that they have delayed. The returnee's hope is more realistic than that of the first phase because it is based on more current and accurate information.

D. CONFIDENCE AND FEELING BETTER ABOUT THE SITUATION

Now the returnee adds self-confidence to the hope of the previous phase. The returnee begins to see how the training was helpful and recognizes other benefits, such as letters or calls from friends, or opportunities that arose as a result of the training experience.

E. SATISFACTION

This last phase may happen quickly or over a long period. Good or bad, the entire experience is accepted. The returnee recognizes that the benefits of the training may be different than originally anticipated.